

The Saul Mirowitz  
Jewish Community School  
Back to School Night  
5781-5782  
2021-2022

First Grade

Morah Brittany Barrett  
Morah Leiba Levine

They may forget what you said, But they will  
never forget how you made them feel!

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Mirowitz: (314) 576-6177  
8:00a.m. - 4:00p.m.

We would be happy to meet with you with advance notice. We are available to meet before and after school. Please send an email or a Seesaw message with times you are available.

## **Morah Brittany's Class**

Josie Abrams  
Max Bellows  
Jorry Bensky  
Isaac Besmer  
Eva Block  
Nadav Hazan  
Yishama Minoff  
Lev Picker  
Cameron Siegler  
Aaron Trams  
Ada Vredenburgh

## **Morah Leiba's Class**

Rosie Abrams  
Leah Amsellem  
Sophia Desir  
Anabel Eckshtain-Levi  
Aviva Garland  
Shmaya Neiss  
Harvey Norton  
Jonah Ohana  
Isaac Picker  
Amitai Shafrin  
Daniel Sneh  
Asher VanLinn

# Math

Students will improve their math skills through:

## Singapore Math

### What does it look like?

Singapore Math teaches students to be effective thinkers, problem solvers, and mathematical communicators. Concepts are taught in a progression of concrete, pictorial and abstract. Students begin the process of concept mastery by engaging with math manipulatives. From there, students interact with pictures and then move onto abstract problems. Students share their ideas and learn from one another. Conceptual, procedural, and factual understanding is developed through problem solving and carefully structured practice. As a result, the students will learn how to think deeply and appreciate math.

### What are students learning?

- **First Semester**
  - Number Sense
  - Number Bonds
  - Addition
  - Subtraction
  - Shapes and Patterns
  - Ordinal Numbers and Position
  - Numbers to 20 –counting and comparing
  - Length
  
- **Second Semester**
  - Weight
  - Graphs
  - Numbers to 40
  - Mental Math Strategies
  - Calendar and Time
  - Numbers to 120
  - Multiplication and Division Readiness
  - Money

# Language Arts

The Language Arts program is divided into five components:

## Writer's Workshop

Written by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, the Units of Study in Narrative, Information and Opinion writing gives students repeated opportunities to practice each kind of writing and to receive explicit assessment-informed feedback at frequent intervals. The architecture and language of the Units of Study series bring continuity to daily instruction.

- Brief mini-lessons inspire and rally students to apply the strategy or concept to be learned.
- Conferring and small-group work provides tips and ideas for making the most of one-to-one conferences and small-group strategies.
- During writing time, mid-workshop teaching either extends what children are working on or corrects the course of their work.
- In the sharing time, children come back together for a closing point and offer an observation or celebration of some great work.

## Reader's Workshop

- Independent Reading
- Foundational Literacy Skills
- Interactive Read Aloud
- Shared Reading
- Fluency
- Read Aloud
- Word Study

## Grammar

- Nouns (common, proper, possessive, singular & plural)
- Pronouns
- Verbs (past, present, future)
- Adjectives

## Heggerty Phonological Awareness Program

Daily skills to practice phonological awareness. These include:

- Rhyme Recognition- thumb up or down (dog, log, dog, log)
- Onset Fluency- beginning sounds (jog, jog, j)

- Blending Words (fire-fly, fire-fly, firefly)
- Isolating Final Sounds (job, job, b)
- Segmenting Words (outside, outside, out-side)
- Adding Words (air, air, add plane at the end and the word is? Airplane)
- Deleting Words (sailboat, sailboat, without boat, what is left? Sail)
- Substituting Words (eyelid, eyelid, change lid to brow and the word is? Eyebrow)
- Alphabet Knowledge (Letter is \_\_\_\_ . Sounds are \_\_ and \_\_.)
- Language Awareness- Teacher says the sentence with expression and students repeat the sentence with the same expression (Do you have a change of clothes?)

### **Lucy Calkins Units of Study in Phonics.**

- Students learn and use the most frequently occurring words found in first and second grade texts.
- Students learn phonics patterns that they can use to decode unfamiliar words.
- Phonics skills build in complexity over the course of the year.
- Students will have the opportunity to read and write using new phonics patterns.

## **Social Studies**

Two Social Studies units will be integrated into our literacy program.

### **Community**

Students will learn about different types of communities throughout our year-long study. They will learn that when working in communities, they have individual and shared responsibilities. All people have basic needs, and students will be able to identify needs versus wants. They will see the importance of businesses that meet the needs of the community members.

Students will be introduced to mapping skills in the context of a community. They will learn to read a compass rose and navigate a map by using the key. They will learn their own address in the community and memorize all 50 states.

### **Careers**

Students will focus on members of our community who share their talents through their professions. We will learn about the many jobs and occupations that make up our community. Students will have an opportunity to predict their future career, research it, and present to the class.

# Science

Science will be divided into 4 units of study:

## **Compost**

We will be learning all about the practice of composting with our lunch and snack leftovers at school. We will be building and maintaining the composter at school in our farm area. This is an ambitious and exciting project for first graders.

## **Balance and Motion**

Students will develop a growing curiosity and interest in the motion of objects. Students will use materials to test theories and manipulate outcomes. They will use investigation, free exploration and discovery.

## **Engineering**

Students will work in groups to design and develop something to show and apply their knowledge of balance and motion. They will think and work like a true engineering team!

## **Kites**

Students will learn about symmetry, gravity and other science concepts as a basis for designing and creating a kite. As with the engineering project, students will learn to “FAIL forward,” (an acronym that stands for First Attempt In Learning) which is the process of evaluating their design and deciding what changes need to be made.

# Judaics

## **What does it look like?**

First grade Judaics includes daily exploration in Torah text study with small and large group discussions. Each student will be given many opportunities to make personal connections to our sacred stories.

## **What are students learning?**

The first grade Judaics curriculum will focus on the end of the book of Bereshit and the beginning of Shemot. We will also explore and celebrate the Jewish holidays during the school year. Students will learn about the history and traditional aspects of the holidays as well as various customs and traditions of celebrations. We will connect to Israel and Diversity throughout the year with stories and holiday comparisons. Throughout the

course of the year, students will view the TaNaKh as the formative narrative of the Jewish people – past, present and future.

### **What sections and stories in the Torah your child will study?**

Joseph( The Later Years)	Bereshit 44-45
Female Heroes of the Torah	Shemot 1-2
Moses: Burning Bush	Shemot 3-6
10 Plagues	Shemot 7-9
Crossing of the Sea	Shemot 14-16

### **What Big Ideas and Essential Questions will guide your child’s Judaic learning?**

#### **Big Ideas**

Leaders use actions and words to help people.  
Shared experiences create community.  
The stories of the Torah add meaning to my life.  
Decisions can be difficult to make.  
Important events can change my life.

#### **Essential Questions**

How do I make my voice heard?  
What does it mean to trust in God?  
What motivates the characters to act as they do?  
In what ways can the text be applied?  
What does it mean to be Jewish?  
How does the Torah add meaning to my life?  
What do I have to think about or do to make good decisions about things that are important?  
How can events help me change and grow?

### **What standards and benchmarks will guide my child’s Judaic learning?**

The following standards and benchmarks come from the Legacy Heritage Instructional Leadership Institute–at the Jewish Theological Seminary.

These standards and benchmarks guide our students’ learning for our units.

**Standard 1:** Students will view the TaNaKH as the formative narrative of the Jewish people – past, present and future

**Benchmark A:** Students will identify main characters of central Torah narratives.

**Benchmark B:** Students will identify events of central Torah narratives.

**Benchmark C:** Students will connect relevant holidays or Jewish celebrations to the biblical narrative.

**Standard 2:** Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments and ways of experiencing the world.

**Benchmark A:** Students display excitement, respect, and anticipation for Torah study.

**Benchmark B:** Students link specific behaviors with biblical personalities in narrative settings.

### **Tefillah and Holidays**

We will use our time together to observe Havdalah, Shabbat and Holidays throughout our year. We will discuss and explore holidays and Jewish traditions and virtues.

### **Siddur Work**

We will share time each week exploring a prayer through song, movement and discussion. The students will draw interpretations of prayers for a siddur that they will develop as the year progresses.

You as parents will be responsible for a special letter to your child that will be placed inside their siddur in early May. This is a surprise for your child as they open their finished siddur.

## *Ivrit* - Hebrew

Morah Sagit: [skrieger@mirowitz.org](mailto:skrieger@mirowitz.org)

Morah Becky: [blerner@mirowitz.org](mailto:blerner@mirowitz.org)

Ivrit in Kitah Alef builds on the skills developed in kindergarten. Instruction is in Hebrew so that students are immersed in the language. Listening to Hebrew spoken in an accessible and comprehensible way remains the primary means by which students acquire the language. Lessons are taught in a joyful atmosphere through song, story, art, movement, imitation, conversation and repetition. Pre-literacy skills progress into reading and writing the print form of the alef-bet letters. Topics learned, while still within the realm of students' immediate surroundings, will expand to include not only self and family, but also the classroom environment and the objects it contains, daily routines and the learning process. It is our goal that by the end of the year most students reach the "Novice-Mid" level of proficiency in listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At this skill level students can understand and repeat words and phrases learned in the topics listed above.



**The main topics of study include:**

- Getting acquainted
- My family
- Things I like and don't like
- Numbers
- Colors
- Days of the week
- Weather and seasons
- Food and drink
- My self
- Animals

## *Yisrael* - Israel

At Mirowitz we seek to instill in our students an attachment to the State of Israel, its culture, and its people, as well as a sense of responsibility for their welfare. We envision a generation of Jewish leaders who — energized by a profound cultural and historical knowledge of Israel, meaningful relationships with Israelis, personal experiences in Israel, Hebrew language proficiency and a nuanced understanding of modern Israel — proudly lead, support and strengthen the Jewish state.

The particulars of our curriculum are dynamic, evolving to reflect available materials and research on Israel education, as well as current culture and events within Israel. If you have any particular questions about what or how your student is learning about Israel, please don't hesitate to reach out to your student's classroom teacher or Becky Lerner, our Hebrew and Israel Education Coordinator.

Students in Kitah Alef will connect to Israel as the Jewish homeland and start to learn about the people of Israel. They will make connections to Israel both in and outside of their Hebrew learning. These units include:

- Classic and modern songs and stories
- Symbols of the state
- Israeli elements of Jewish holiday celebrations
- Special days on the Israeli calendar such as Yom Hamishpachah (Family Day)
- Sites in Jerusalem - Shuk Machaneh Yehudah, the Mifletzet, the Biblical Zoo
- Units in development for this year:
  - What is Israel?
  - People of Israel

Our approach to Israel education is built on three pillars:

### **1. Modern Hebrew**

One of the great successes of the modern State of Israel has been the revitalization of the Hebrew language. Our commitment to Hebrew study is bolstered by research showing that language proficiency correlates with affinity for the community that naturally speaks that language. Strong Hebrew skills help students forge meaningful relationships with Hebrew-speaking family and friends, connect emotionally with Israeli culture and literature, and engage with the Israeli society when they visit the country

## **2. Relationships and Culture**

Mirowitz students engage with Israelis and Israeli culture every day through personal interactions and by learning in an environment rich with Israeli symbols and references. Each year students learn about how Jewish holidays are celebrated in Israel and mark modern Israeli holidays and national events. They learn Israeli dances and children's games, listen to Israeli music, and enjoy Israeli stories, poems and videos. Fifth graders simulate an Israeli scout-style camping adventure. The Mirowitz educational experience culminates with a two-week Israel Study Tour where students visit and learn in greater depth about the people, places, culture, accomplishments and challenges of the State of Israel.

## **3. Arts, Sciences, and Humanities**

When Mirowitz students study developmentally appropriate aspects of Israel through the lenses of the various arts, sciences and humanities, it deepens their connections to Israel, informs their understanding of the state and its history, and inspires lifelong curiosity about Israel. The Hebrew and Israel Education Coordinator and Director of Jewish Life collaborate with specialist and classroom teachers to develop both stand-alone lessons on Israel and units of study that integrate Israel content into other content areas.

# **Homework Policy**

Students will have homework each school night. Please help your child establish a routine that includes a time and place for homework. Homework is intended to provide additional, independent practice for concepts introduced each day in class. Students have nightly assignments to support their continued development of time management, organization and personal responsibility.

With this in mind, students in first grade are expected to complete 10 minutes of homework each night. Additionally, we expect that your child will read 10 minutes or more each evening. Please encourage them to read a "just right book," based on the 5 Finger Rule. To determine if the book is "just right" Please have your child read the first page. Have them count the number of unknown words on their fingers.

0-1 = too easy

2-3 = just right

4 or more = too hard, Not YET!

Your child will receive a blue homework folder which will be used Monday - Thursday. On Fridays a red folder with their weekly work will go home to be emptied and shared with you, their parents. Please return the empty folder on Mondays.

Students will receive daily homework assignments and are responsible for handing in their completed work each morning by 8:30 a.m.

# Odds and Ends

## **Attendance**

Please have your child at school by 8:20. Students will start their day by turning in homework, sharpening pencils, saying hello to friends and other activities that help them get ready for learning. Class begins promptly at 8:30. Arriving on time sets the pace for the day and allows for a successful transition from home to school.

## **Snacks**

Students are encouraged to bring a small, healthy, nut free snack and a water bottle. Water bottles should be sent on the first day of the week. Students will fill them with fresh water each day. They will be sent home each day of the week to be washed. Suitable snacks include: fruits, vegetables, dairy snacks, whole grain crackers/pretzels and nut-free granola bars. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value.

## **Masks**

Students are expected to wear masks throughout the entirety of the day, with the exception of lunch or snack. Please send your child to school with extra masks to keep with them in the case of a lost or dirty mask. Please practice healthy mask habits at home to ensure your child's comfort with this practice at school.

## **Headphones**

Make sure your child has headphones, we are not sharing them. Also make sure they have an art smock or old oversized shirt for art class.

## **Extra Clothing**

Please send in an extra set of clothing (labeled with your child's name) for each season. Also, make sure as the weather changes that they come with coats, gloves and boots for inclement weather. We do go out unless the windchill determines it too cold to go out for recess. Rain will also keep us inside.